

Dr Fog Presents

Identifying Multiples

Year 2 (National Numeracy Strategy)
(Based on DFEE Sample Lessons)



Resources

- Demonstration number lines (0-30 and 0- 100)
- Individual number lines (0-30, 0-100 and 100 - 200)
- Variety of number cards (mostly to 100, a few over)
- Variety of number cards (up to 1000)
- Blank cards



Mental Learning Objective

- I can count in fives and tens



Mental Learning Task

- Today's lesson is about multiplication and division.



Mental Learning Task

- We are going to start by counting in tens and fives,
- When we count in 10s, flash your 10 fingers each time you count.



Mental Learning Task

- We shall start on 10 and stop at 100...

10



Mental Learning Task

- This time we shall count in fives.
- Use one hand at a time to count in fives.



Mental Learning Task

- (Left hand) 5...
- (Right hand) 10...
- (Left hand again)... 15

- Lets start counting



Mental Learning Task

- We can count up in fives. We shall start on....

5



Mental Learning Objective

- I can count in fives and tens



Main Learning Objective

- I can find the patterns in multiples of 2, 5 and 10.
- I can sort numbers into 'multiples of 2' and 'Others'



Main Learning Task

- Today we are going to begin by listening to the sounds made by numbers on a number line.



Main Learning Task

- What does

Multiple of?

- mean?



Main Learning Task

- A multiple is something found in your timetables.
- So if the number is in your two times table, it is a multiple of 2.



Main Learning Task

- Look at jumping up in tens.
- Lots of numbers end in -ty.
- What do you notice about these numbers?
- All end with a zero



Main Learning Task

- When we count in fives, what do the numbers end in?
- What sound pattern can you hear?



Main Learning Task

- Today's activity is about identifying or finding multiples.



Main Learning Task

- Choose a number between 0 and 100.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Main Learning Task

- Is is a multiple of 5?

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Main Learning Task

- What happens when we count in twos?

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Main Learning Task

- Get into pairs
- Give each pair a few number cards
- Sort the numbers into multiples of two or others.
- Put cards into order and write each set down on paper.



Main Learning Task

- Challenges:-
- Give children blank cards on which to write their own multiples of 2 above 100.
- Children use a table to sort number cards into multiples of 5, and 'others'



Main Learning Objective

- I can find the patterns in multiples of 2, 5 and 10.
- I can sort numbers into 'multiples of 2' and 'Others'



Plenary

- Talk about the numbers which the children found to be multiples of 2.
- Do you think any number that ends in 0, 2, 4, 6 or 8 is a multiple of 2?
- Is it true for numbers over 100?



Plenary

- Suggest multiples of 2 or 10 and write these columns on the board.
- Talk about the numbers which can go in both columns.



Plenary

- Why do you think 20 is in both columns?
- Some numbers are multiples of more than one number.
- What other numbers are like this?



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